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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT understand the efforts to enforce school desegregation and local reactions to these efforts by comparing the Little Rock 9 with the Jena six. | 1. Describe the efforts to enforce school desegregation and local reactions to these efforts, including crisis at Little Rock (1957) and the University of Mississippi (1962) (PS, G) | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will compare and contrast the Little Rock 9 with the Jena 6. They will read an article on the Jena 6 and then describe if things have changed since the Little Rock 9. They will describe what happened at each and compare the reaction of the community in Little Rock to that in Jena. The main goal is to see if we have changed our reactions to race relations from 1957 to 2006. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| What was the reaction to integration in America? Has it changed drastically since 1957? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
| What is segregation?  Who were the Little Rock 9?  Why were they in danger when integrating at Central High School?  What did President Eisenhower do? | How would you feel if you were one of the students who would have to change schools to integrate along with Brown v. Board? Why? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| * How would you feel if you were one of the students who would have to change schools to integrate along with Brown v. Board? Why? | |
| **INTRODUCTION OF NEW MATERIAL. (15 min.)** | |
| Pd1: (In period 1 we will finish reading the article about Brown V. Board from yesterday)  Students will learn that Brown V. Board said that integration had to take place with “all deliberate speed” so that around the country schools started to desegregate rapidly. This led to many tense situations. Students will then learn that one of those incidents was called the “Little Rock 9”Students will then watch a 10 minute video of the Little Rock 9. They will answer the following questions as they watch the video.   1. Who were the Little Rock 9? 2. Why did the Governor send in the national guard? 3. What were the people protesting? 4. Was it fair that the National Guard would not allow the students in? 5. How did Thurgood Marshall and the NAACP react to the situation? 6. Describe the mob the students encountered on their way to school? 7. What did President Eisenhower do to protect the students? | |
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| **GUIDED PRACTICE. (25 min.)** | |
| Students will then be assigned to groups so we can role-play the process of integration as it happened in Little Rock, Arkansas. Each group will receive a folder and be assigned a specific group to represent—directions will be printed in folders.  Teacher will allow adequate time for groups to read their positions and try to form alliances with the others groups present at the meeting. Next, they will be required to write a statement and present it in front of the class—if all team members speak at least once, there will be extra credit given out. At this point, teacher will facilitate discussion and debrief this activity to ensure the students understand the diversity of interests present in this meeting. | |
| **INDEPENDENT PRACTICE. (19 min.)** | |
| Students will compare and contrast the Little Rock 9 with the Jena 6. They will read an article on the Jena 6 and then describe if things have changed since the Little Rock 9. They will describe what happened at each and compare the reaction of the community in Little Rock to that in Jena. The main goal is to see if we have changed our reactions to race relations from 1957 to 2006. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. Tomorrow we will be talking about different ways in which African Americans protested segregation and unfair laws during the Civil Rights movement. | |
| **HOMEWORK :** | |
| **REINFORCEMENT** | None | | |

IEP Matrix

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| **Student** | **Goal / Objective** | **Accommodations / Modifications** |
| IM | 1. Imani will be able to analyze and evaluate elements of poetry to facilitate understanding and interpretation beyond the 3.5 grade level with 80% accuracy. 2. Imani will locate, retrieve, and use information from various sources to accomplish a purpose with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| CJ | 1. Corey will understand, aquire and use new vocabulary in order to increase his speaking and writing vocabulary skills from grade level content passages as measured by classroom-based assessments with 80% accuracy. 2. Corey will use strategies to prepare for reading (before reading) from grade level passages as measured by classroom-based assessments with 80& accuracy. 3. Corey will apply conventional spelling in written language from grade level content passages as measured by classroom-based assessments with 80% accuracy | Small groups to limit distractions, extended time, dictionary, shorter texts to read, verbatim reading |
| DS | Darren will improve literacy skills in the area of phonics/decoding by the ability to identify sound/symbol relationships and read/decode words in order to improve his performance from the 6th to the 7th grade level with 80% accuracy.  Darren will improve general reading comprehension skills by the ability to accurately answer questions in order to improve his performance from the 6.5 to the 7.5 grade level with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| DM | 1. Devin will improve fluency skills across a variety of settings. | Small groups to limit distractions, extended time |
| KM | 1. Kevin will use a variety of strategies to construct meaning from text to improve his performance from the 5.0 GE to the 5.5 GE with 80% accuracy. 2. Kevin will use a variety of strategies to improve his written expression skills from the 5.5 GE to the 6.0 GE with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| TA | Only math goals listed   1. Tommie will improve his problem solving skills through the application of visual organizers, manipulative, step by step processes and teacher modeling. | Small groups to limit distractions, extended time |
| AB | 1. Alfred will use strategies to prepare for reading (before reading) from grade level content passages as measured by classroom based assessments with 80% accuracy. 2. Alfred will select, organize, and develop ideas appropriate to topic, audience, and purpose from grade level content passages as measured by classroom-based assessments with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SD | 1. Shaquille will improve reading comprehension skills by using before, during and after strategies to better understand the text with 80% accuracy. 2. Shaquille will compose texts using the prewriting, drafting, editing and revising strategies of effective writers with 80& accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| SW | 1.Sha’kera will read, comprehend, interpret, analyze and evaluate texts from 5.0 grade level to 5.5 grade level as measured by classroom based assessment with 80% accuracy  2.Sha’kera will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose from 5.0 grade level to 5.5 grade level as measured by classroom-based assessment with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| JG | 1. Jerrica will be able to use strategies to demonstrate an improved understanding of the text she has read with 80% accuracy.   Jerrica will be able to write in a variety of modes that express personal ideas, inform, and persuade form 4.0 to 4.5 grade level with 80% accuracy as measured by informal assessments | Small groups to limit distractions, extended time, verbatim reading |
| DJ | 1. Danesha will draw conclusions using a variety of strategies to construct meaning from text with 80% accuracy. 2. Danesha will use a variety of strategies to improve her written expression skills by writing to perform , to persuade, and to express personal ideas with 80% accuracy. | Small groups to limit distractions, extended time, verbatim reading |
| MG | 1. Michael will use strategies to demonstrate understanding of the text to improve his performance beyond the 2nd grade level with 80% accuracy. 2. Michael will compose oral, written, and visual presentations that express personal ideas, inform, and persuade to improve his performance beyond the 4th grade level | Small groups to limit distractions, extended time |
| SH | 1. Shakera will write in a variety of modes that expresses personal ideas, inform, and persuade with 80% accuracy as measured by informal test and classwork. 2. Shaker will demonstrate the ability to respond to a text by employing personal experience and critical analysis with 80% accuracy. | Extended time, preferential seating to reduce distractions, verbatim reading |